

CONCORDIA UNIVERSITY



Faculty of Arts & Science



Contents:

- 3 Interview with Dr. Breen
- 5 Introduction
- 6 Humanities
- 10 The Natural Sciences
- 12 The Social Sciences
- 14 Communications
- 16 Multidisciplinary Studies
- 18 Facilities at Concordia
- 20 Graduate Programmes
- 22 Jobs

Interview With Dr. Breen, Vice-Rector, Faculty of Arts and Science

Q. Dr. Breen, what role does the Faculty of Arts and Science play in university education?

Dr. Breen: Arts and Science are the traditional core of a university. Their disciplines try to develop truly educated people who can think critically on long-range problems. And this is what we strive for at Concordia. We feel it's as necessary today as ever to look at basic questions and apply this study to the rapidly changing modern world. I personally think the Arts and Science subjects are those that actually *define* a university. If you take away these subjects, you really cease to have a university.

Q. The technological areas of learning are more recent developments. Is a link with past developments valuable?

Dr. Breen: It's not only valuable, it's essential. Any new insights taking place today didn't develop in a vacuum. They resulted from research done in the past and from the cultures and civilizations that we've inherited. It's a direct inheritance. We have to build on these ideas to really make the most of the present and be creative for the future.

Q. Are the Arts and Science disciplines in opposition to the growing technology of the modern world? Can they complement each other?

Dr. Breen: First, I don't think they're in opposition. At least, they shouldn't be if you want to develop a full human being. They're both important, and are the two sides of a good university education. The very fact that the "technological" disciplines are part of Concordia is a statement in itself. It means that students enrolled in Commerce or Engineering, for example, can supplement their "technical" instruction with the *education* provided by the Arts and Science areas. They can support their specialized "technical" studies with the wide cultural and philosophical advantages received from Arts and Science. When you have "technical" schools outside a university context, you can't, naturally, get this very valuable exposure.



"Art upsets, Science reassures."

Georges Braque
(1882-1963)

Q. But the Arts and Science subjects are important in themselves, aren't they?

Dr. Breen: Absolutely. They deal with fundamental questions. They encourage the student to transcend categories and be able to really respond intelligently and flexibly to a wide number of new situations.

Q. What are some of the present problems facing educators dedicated to this goal?



Dr. Breen: I can think of two right away. Recently, the educational process has become fairly impersonal. This may reflect our modern society, but it's true that the relationship between professor and student is often in a lecture format, a speech instead of a dialogue. Secondly, and probably a more serious problem, is a trend towards overspecialization in undergraduate education. Students are learning too much about too little. They sometimes lack a wide basic understanding of the Western humanist traditions, and have no range or depth for what they have in educational details. This can cause problems for a graduate, not only in terms of being flexible for employment, but also generally. His education can be too narrow for the complexities of the modern world.

Q. What is Concordia doing to counteract overspecialization?

Dr. Breen: First of all, we have strong individual departments in the Arts and Science Faculty to ensure the academic respectability of each discipline. We want our graduates, of





"I personally think the Arts and Science subjects are those that actually define a university."

course, to have strong credentials in their specialties when they leave university. However, we've also established a number of small units such as "colleges" within the Faculty. These are dedicated to a multidisciplinary approach to learning and each is distinguished from the other by a different philosophy of education.

Q. *How does the "college" system work?*

Dr. Breen: The "colleges" operate parallel to the student's departmental or disciplinary programme. Through the "colleges", he can gain general knowledge and a particular point of view to complement his specialization. We feel the "colleges" will really help students to deal resourcefully with the demands of the world after graduation.

Q. *In some universities the Arts Faculty and the Science Faculty are separated. Can you explain the advantages of having them integrated at Concordia?*

Dr. Breen:



Yes. This is in keeping with our educational philosophy. We believe it's philosophically and pedagogically more sound to unite the two in one Faculty. It's a statement that says Concordia very much approves of an interaction between Arts and Science, which is what a university should encourage. If you separate the Arts and the Sciences, you make it difficult to have the cross-fertilization that should exist between the humanities and the social sciences and the natural sciences. Ideally, the well-informed person should have a grasp of the basics of all these areas.

Q. *What are the prospects for Arts and Science students after graduation?*

Dr. Breen: You mean in employment?

Q. *Yes. But also in general.*

Dr. Breen: From past experience we've noticed that too many students who received a highly specialized undergraduate degree were only prepared to do one type of work. When there were no opportunities in that area,



they experienced a tremendous frustration. We want graduates to have a balanced education, so they have the tools to move in several career directions if necessary. We can't guarantee jobs, of course, but we do prepare students who can adapt to the changes we all face in the modern world.

Q. *But is this flexibility necessarily an asset here?*

Dr. Breen: I think so. Many employers are beginning to prefer well-informed and flexibly educated graduates as potential employees to those who are too specialized. Our Faculty of Arts and Science tries to meet this situation. After that, it's the student who has to carry the ball!

Q. *What do you see the future being for the Arts and Science disciplines in the modern world?*

Dr. Breen: Just as they are the heart and soul of the university, they should be the animating principle in any culture or community. They're a society's way to regulate and scrutinize itself, since they foster the ability to think critically on very wide-ranging concerns. We have to continue this self-examination if we want the modern world to keep its culture and humanity.

Q. *In your opinion, what are some of the specific benefits of critical thinking?*

Dr. Breen: It's essential if you're committed to the democratic process. And I mean "democratic" in a wide sense that includes a belief in the people's right to chart their own course culturally and intellectually. There's an intimate link between developing a truly educated society and a true democracy. I personally think that the more educated and critical a society is, the less likely it is to become a totalitarian state. Maybe this is one of the best reasons to study Arts and Science: to protect our basic freedoms and to help us grow.

The Arts and Science subjects were "invented" when man started asking questions about himself. These subjects go back to the time when primitive man stopped being a nomadic hunter and learnt agriculture: this more settled life gave him the time to go beyond his physical needs for food and shelter and start looking into himself. This search was a mirror in which he saw himself as distinct from Nature. Though we're more sophisticated today, we still ask the same basic questions. We want to know who we are, and this falls to the areas of Arts and Science. For many people, this study is the very first task to be resolved before they can feel comfortable getting on with daily life.

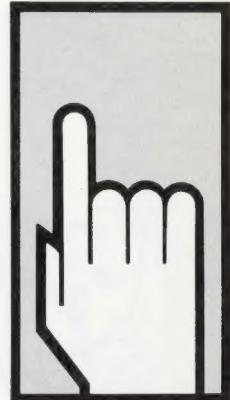
At Concordia, we feel the Arts and Sciences should complement each other. They both look at our place in the universe, and should be blended towards this common goal. In the past, Arts students and Science students saw themselves as worlds apart. Today, when scientists like Loren Eiseley are also poets and graphic artists use computer systems to create new and exciting designs, these artificial barriers are breaking down. Concordia has tried to encourage the interplay of Arts and Science since 1977 when we officially joined the Sir George Williams facilities with those of Loyola. Today, our Arts and Science Faculty has built many multidisciplinary programmes to let you choose as specialized or as wide a course of studies as you like.

One of the most original ways of doing this is through the group of colleges, institutes, centres, and schools that are multidisciplinary. These are the *Centre for Interdisciplinary Studies*, the *Liberal Arts College*, *Lonergan University College*, the *School for Community and Public Affairs*, the *Science College*, and the *Simone de Beauvoir Institute*. Each acts as a parallel stream if you want a particular point of view to complement



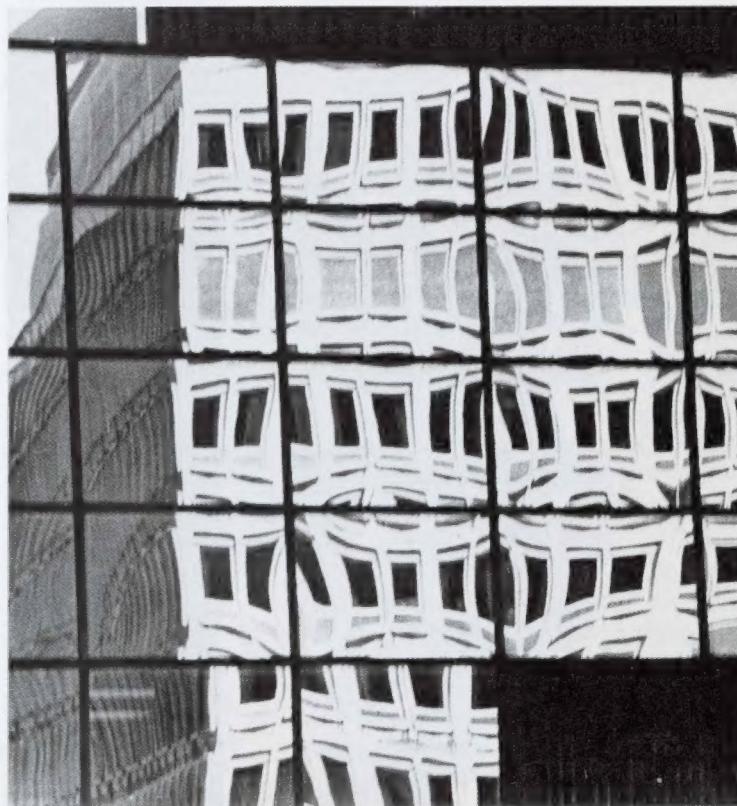
your departmental specialty. We think this is a breakthrough. Many students want to fight overspecialization and work with advisors to build their own curriculum. This is a good way to do it. In addition, the *Centre for Mature Students* meets an important need by catering to people resuming their studies. Mature students (those 21 or over) form a third of the student body, and have a special place at Concordia.

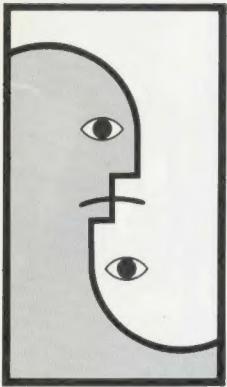
But more of this later. The sections of this booklet will tell you about our new "colleges" as well as about individual departments. We have combined the departments into thematic groupings to suggest some of their common threads. These groupings should not be confused with the four *Divisions* in the Arts and Science Faculty, which are administrative rather than academic. Take a close look at the following chapters. Since most of your working life will be spent in the 21st Century, you will need to be able to bridge many disciplines to deal with the changes of the future.



Aristotle was once asked how much educated man was superior to the uneducated: "As much," said he, "as the living are to the dead."

Diogenes Laertius





"You have to be moral to understand tragedy."

Joni Mitchell
Rolling Stone Interview
July 26, 1979

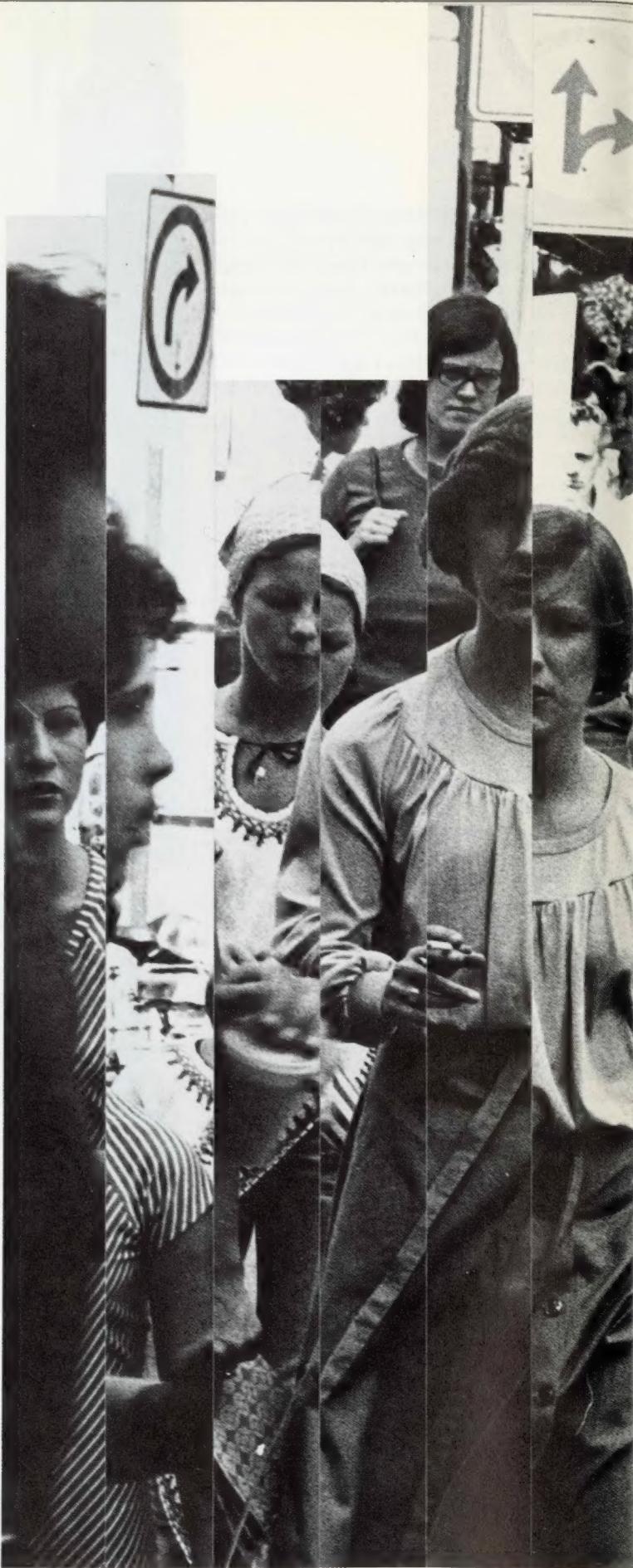
What are the humanities? You may be able to say what the humanities disciplines are, but find it harder to say what they have *in common*. Some of the humanities, such as Philosophy, deal with abstract questions, while others, such as the linguistic areas, are much more technical and concrete. History and Classics preserve the past, while Creative Writing, for instance, produces new works of imagination for the future.

Probably the common denominator for all the humanities is their emphasis on morals and values. They are all concerned with teaching us how to live. They share a study of our mind and imagination, and stress the different ways we can think and write clearly. We study the humanities for insight into human nature: the sensitivity and creativity to relate to people that can't be measured in dollars or learnt in any other way. They tell us about other people's experiences in trying to live fully and well, making it easier for us to do this without making unnecessary mistakes. The humanities are a shortcut, the advice of the ages. They preserve the past, illuminate the present, and predict the future, and in this way act as our collective memory and imagination.

The humanities play an important part in Arts and Science. They "back up" many disciplines within the Faculty and in other faculties. In a sense, you are not really educated until you know something about literature and history and the other humanities. Students in other faculties take several humanities courses, even if they are not required. They want to broaden their human responses. They feel that these disciplines are the ones that really produce a well-rounded person. And they are right.

Classics:

We have two streams: *Classical Philology* which studies the Latin and Greek languages, and *Classical Studies* which focuses on ancient civilizations and classical literature in translation. Many of our Classical Studies courses have very modern perspectives: the status of women in classical antiquity,





propaganda and political deception in Greek and Roman history, and an introduction to archaeology. Interest in Classics is on the upswing: the number of Majors and Minors in our department has recently increased significantly.

English:

Three major literary journals are edited by members of the department: *The Journal of Canadian Fiction*, *Canadian Children's Literature: A Journal of Criticism and Review*, and *Science Fiction Studies*. Faculty members who teach creative writing include well-known authors such as novelist Elizabeth Spencer and poet Gary Geddes. We regularly sponsor a visiting writers lecture series, and in literature are very strong in Modern Literature and Renaissance Studies. We are pioneers in the teaching of English composition courses, and are proud of our reputation as teachers as well as scholars.



French:

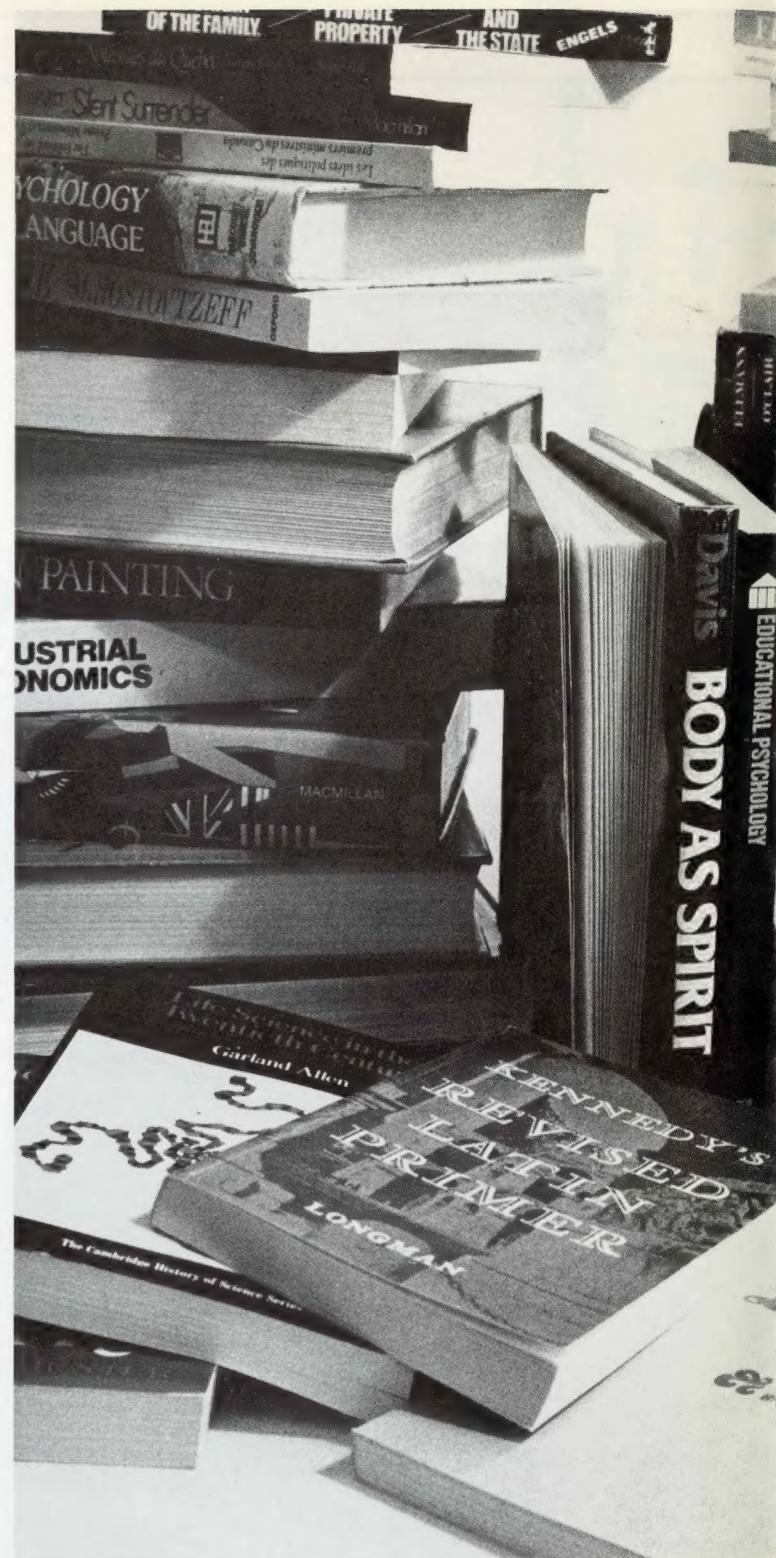
The keynote of the French Department is flexibility. Besides facilities for teaching the language, we offer extensive courses for bilingual students in the literature of France and of Quebec. Though literature is emphasized, we also have applied language courses. There is a B.A. Specialization in French Translation and *langue de spécialité* courses for professionals interested in working in areas such as business, health services, or library studies. The Department organizes frequent excursions to cultural centres around Montréal, and hosts numerous informal visits from Quebec writers and lecturers.

History:

The History Department is nationally known in Canada. Its professors have international reputations in their specialties, and we are especially known for Quebec Economic and Social History, Canadian-U.S. Relations, and Modern European Social History. Students have won Woodrow Wilson and Canada Council Awards, as well as several Rhodes Scholarships. Recent graduates have been accepted by such outstanding graduate programmes as Toronto, Johns Hopkins, London, and Chicago and by the top law schools.

Modern Languages and Linguistics:

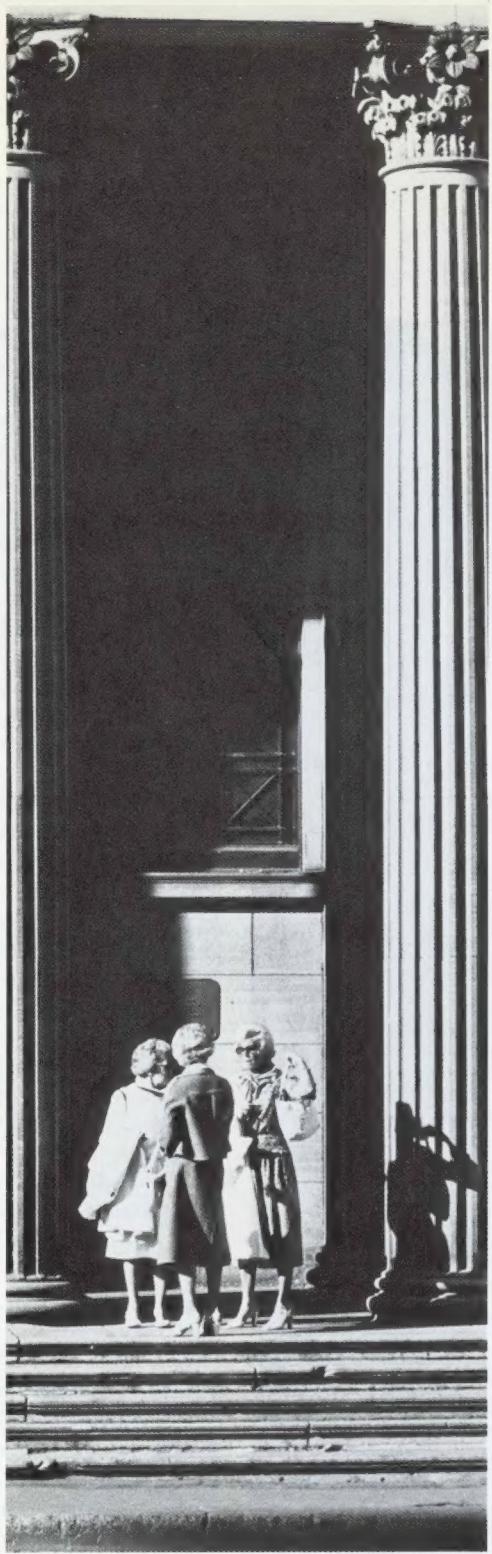
Learning another language is one of the best ways to gain new perspectives on your own culture. It can also be very practical in a large cosmopolitan city



like Montreal. At Concordia, we teach German, Hebrew, Italian, Russian, and Spanish. The Department also offers Honours, Major, and Minor programmes in introductory linguistics.

Philosophy:

We study philosophy as a critical reflection of what it is to be human. With 19 professors, the Department is a relatively large one, and this ensures small classes for individual student attention. Our academic strengths

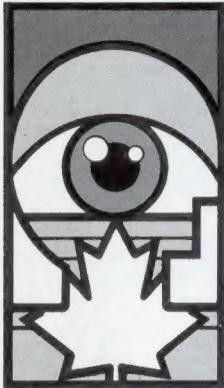


include Classical Philosophy, Analytic Philosophy, Phenomenology, and Existentialism. At Concordia, it is also easy to study Philosophy if you are in another department or faculty: besides introductions to the discipline, we give a number of interdisciplinary courses such as Business Ethics, Social and Political Philosophy, and a course that analyzes public relations.

Theological Studies:

Students in Theological Studies investigate the intellectual routes of the Christian religious traditions. Many of these students have come to us with backgrounds in social work or careers in business and teaching. They feel the need to broaden their professional training by studying questions of personal destiny and commitment. At Concordia, students find in this department a concern for the present interpreted in the light of the Christian

religious traditions, East and West, especially in a Catholic and ecumenical perspective.



"L'art, c'est moi, la science, c'est nous."

Claude Bernard
(1813-1878)



A computer can add 10 billion times faster than the human brain. Seventy-five percent of food eaten in North America is factory processed. We have the scientific knowledge to travel in outer space. Though Science plays a big part in our everyday lives, many people don't know how to think systematically. We often can't judge the value of scientific discoveries simply because we don't understand them. This is a problem that many, including scientists, have been recently trying to solve. Zoologist Michael Locke, for example, says we need a "Liberal Science" programme in universities to teach non-specialists the basics about the natural sciences. With this knowledge, people can better judge and work with new scientific research as it affects them.

At Concordia, because the Sciences are in a combined Faculty with Arts, they are accessible to more people. We offer courses for those with a general interest as well as for those who want to specialize in one area. Solid programmes exist for students interested in a discipline such as Biology or Math, and these have always been given priority. But there are also many ways a student from Arts and Science or from other Faculties can gain a "Liberal Science" background without narrowing one's focus to a single subject. We feel that the accessibility of the Sciences will play a large role in the future quality of life, since a well-informed public can better appreciate the need to control problems such as over-population, energy shortages, and environmental pollution. Science is thus a world-wide "language", a "We" as Claude Bernard said over a century ago.

Biological Sciences:

In our teaching, we place much emphasis on first-hand laboratory work. The facilities include excellent aquaria, aquatic ecology labs, and a 3200 sq. ft. greenhouse. We are especially strong in molecular microbiology and aquatic ecology, and hold many important research grants. Almost all professors in Biological Sciences have independent funding and their own equipment space.

Bio-Physical Education:

"Bio-Phys. Ed." is one of the strongest undergraduate departments of its kind in Canada. We study ways to improve the fitness of athletes and to create new types of therapy for groups like the elderly and the handicapped. The Department has separate labs for anatomy, motor-learning, physiology, and the physiology of exercise. Faculty members have done stress tests for special populations including professional athletic teams, and devised improved types of fitness programmes.

Chemistry:

The Department has comprehensive programmes in all areas of Chemistry. There is an emphasis on analytical chemistry. For instance, we have a Scientific Industrial Research Unit (SIRU) which provides consulting services for many large corporations. A popular programme is Bio-Chemistry which takes advantage of facilities in both Chemistry and Biology: "Bio-Chem" is a good preparation for those interested in careers in nutrition, medicine, and the pharmaceutical industry. Honours and Specializations are recognized by "L'Ordre des Chimistes du Québec."

Geography:

Did you know there are both B.Sc. and B.A. programmes in Geography? These are, respectively, *Physical Geography*, which deals with the environment, and *Human Geography*, which studies human population spreads. At Concordia, we stress field work and organize frequent trips to nearby localities such as the Laurentians and the Eastern Townships. There is good drafting space for reproducing and designing maps, a working meteorological station, and a map library with over a half a million different charts.

Geology:

Geology is the study of the Earth, its materials and processes. We are oriented towards applied and exploration geology, and our



programmes are designed to prepare students for both graduate studies and immediate employment. Field trips in the fall and two field schools prepare students for summer jobs. In 1979, about 90% of our students found summer jobs in geology with the federal and provincial governments and with exploration companies.

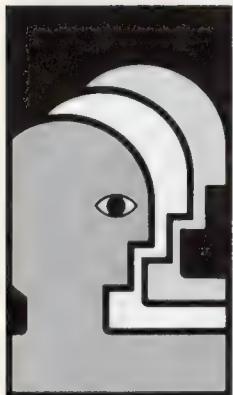
Mathematics:

There are a wide number of options for undergraduates: career-oriented programmes in areas such as statistics and applied mathematics, and programmes to prepare you for post-graduate work. We have courses for students in other disciplines such as "Ideas in Mathematics", as well as specialized courses for Science students on topics such as the history of mathematics, the origin and

development of mathematical ideas, and mathematical thinking for advanced students.

Physics:

Physics, the most basic of all the sciences, is a wellspring for understanding other sciences such as chemistry and biology and for applications in the engineering fields. We offer topical courses in biophysics, biomechanics, energy and environment, and in communications. Facilities at Concordia include such advanced equipment as a neutron generator and a nuclear data processor. Several faculty members are being funded by the National Science and Engineering Research Council (NSERC) for research in areas such as electron resonance, solid state materials, particle physics, and theoretical solid state physics.



*Make it on your own
if you think you can
Somewhere later on
you'll have to take a
stand Then you're
gonna need a
hand...*

"For Everyman",
Jackson Browne

We're all members of some social organization: a team, a company, a family or a school. To function in groups, we have to obey invisible rules that we often learn without realizing. Some are formal social rules such as laws, but many are unwritten. For instance, we address a stranger differently from a relative. This is so self-evident that we forget it's a skill learnt from society. Students study the social sciences to learn more about formal social structures, but also to uncover these many complex relationships we take part in daily.

The social sciences are interconnected because they all study the same organized human behaviour. But a psychologist, for example, will take a quite different approach from that of an economist in probing a subject such as deviance or poverty. The emphasis varies, but all social sciences share common topics. Because these distinctions are not cut-and-dried, there are many possibilities for interdisciplinary studies. So we try to combine different social disciplines in ways that realistically show society's richness and complexity. To study man's organizations, you need a learning structure that accurately mirrors them.

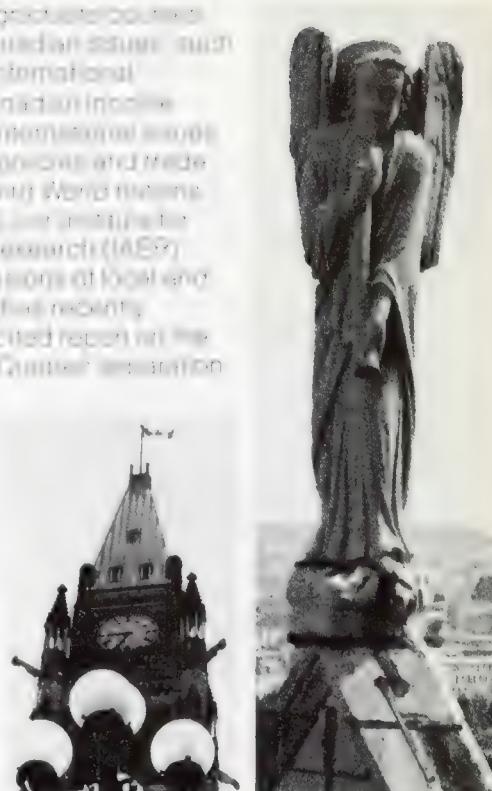
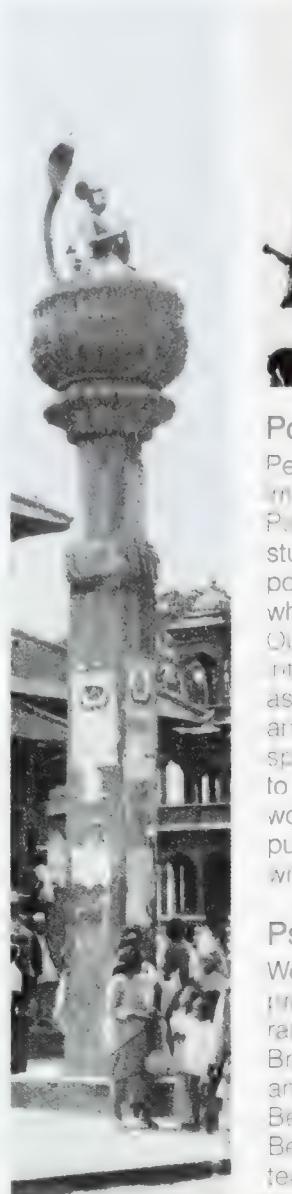
Applied Social Science:

Our programme is unique in Canada and blends theory with much practical field work. Classroom modules are used as living laboratories to study human relationships. "Life situation" field work has recently been carried out in large insurance companies, with the Mistassini Cree Indians, and in many YMCA's. We consult with over 100 Human Service organizations across Canada. Many graduates go on to careers or graduate work in the helping professions, or jobs in business or community development.

Economics:

Economics today is often headline news, and the department offers a full range of

undergraduate and postgraduate programs in both Canadian studies, much-needed International Economics and International Finance, and an international module on free trade negotiations and trade policy. Last year, Trinity Wong received the Applied Economics Research (AER) looks at the negotiations of local and national governments, another recently completed & widely cited research project on the economic effects of family legislation.

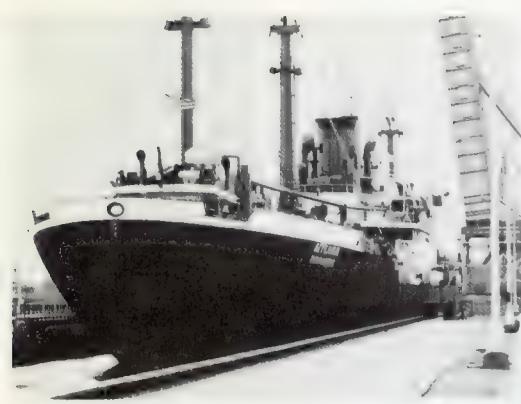


Political Science:

People are increasingly aware of the impact of political decisions. The Political Science Department welcomes students seeking a clearer grasp of political development, as well as those who plan to specialize in the discipline. Our professors have wide ranging interests and are experts in such areas as Constitutional Law, Canadian Politics, and Comparative Politics. We regularly sponsor research trips to Ottawa and to Quebec, as well as educational workshops and guest lecturers, and publish a yearly review of student writing.

Psychology:

We offer a full scope of B.A. and B.Sc. programmes, and our areas of expertise range from Community Psychology to Brain Chemistry, from Drug Dependency and Sex Role Development to Behavioural Learners and Animal Behaviour. Besides undergraduate teaching, we are also deeply committed to research and graduate training in our



very active M.A. and Ph.D. programmes. This helps us to keep up with rapid changes in psychological data and theory. We are building exciting new courses in Psychology, and our B.Sc. Specialization and Honours programmes are an excellent preparation for medical school.

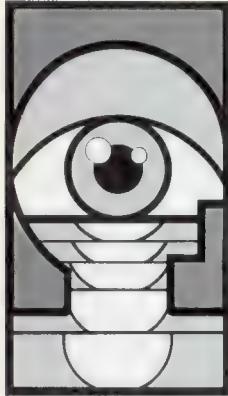
Religion:

Studies in Religion include such mainstream religions as Christianity, Judaism, Buddhism, Hinduism, and Islam, as well as new religions and para-religious movements. We have a very strong Judaic Studies programme in which students may spend part of their studies at Bar-Ilan University in Israel. The department tries to provide students with an understanding of more than one religion and so create a well-rounded awareness of different historical traditions.

Sociology and Anthropology:

Among the areas of interest are urban development patterns, the causes of crime and deviance, and the changing status of women. Many of these interests can be readily studied in the "theatre" of contemporary Montreal and Quebec. Our anthropologists study many cultures, including the North American Indian, the Inuit, and the cultures of South America and the Caribbean.





No pleasure is fully delightsome without communications: and no delight absolute except imparted.

Montaigne



We learn many facts during our daily routine. But we can also study the processes by which we learn these facts. In our daily routine, we may study English or Mathematics or listen to the stereo, but we often take for granted *how* we do these things, how the message is transferred to us from its medium of sound and symbol. Several departments at Concordia look at what happens when we receive information. These include *Communications Studies, Journalism, Education*, and a group of programmes concerned with different types of adult education. They all share a belief that studying learning processes is important: if we understand how we communicate with each other, we can improve our defenses against the more impersonal aspects of technology. Knowing the ways we learn can draw us closer together and make us more human.

Communications Studies:

Our department, the first of its kind in Canada, draws students from all over

the world. It offers a programme of study designed for those planning careers in writing, performing, broadcasting, and other media. We have the necessary studios, labs, and hardware as well as a learning centre. Our courses balance theory with production work, and we are the only Communications programme in North America to blend analysis with technique. Theory is the main goal, though: to properly study *why* and not just *how* the media work.



Education:

The Education Department is a flexible one. It trains teachers as well as studies the psychological bases of learning. We concentrate on Early Childhood Training as a special area of study. This concentration has earned the Department much outside research funding. Some areas studied are the inner city child, the effects of privacy on children, and children's TV viewing habits. Many of our faculty keep close ties with local day-care centres and nurseries. Concordia is one of few institutions in North America offering a





bachelor's degree in Andragogy (Adult Education). This field is growing in popularity and gives practising teachers background and experience in adult learning.

Health Education:

This is a part-time programme for registered nurses who work in the community. Health Education touches on areas such as patho-physiology, physiology, and pharmacology, all important supportive subjects for R.N.'s. Courses are organized according to year-to-year demand, and can be spread over a period of time to meet an individual nurse's timetable. We emphasize practicality in this programme. Its usefulness has been recognized by a growing number of students.

Journalism:

Journalism is one of the most "practical" programmes in Arts and Science since it aims at producing good reporters. Real newsroom standards are used. All the

faculty have had extensive experience in newspaper work and broadcasting, and some are active working journalists. Students intern with various media employers and many lecturers visit and talk about the different aspects of the profession such as deadlines, investigative reporting, and today's corporate press.

Library Studies:

This is a B.A. for those interested in the field of library work. We teach areas of interest that range from technical skills to specialized services such as scientific, government, business and public library techniques. We use computer systems in many courses to catalogue and interpret data, and up-to-the-minute techniques are stressed in all courses. A special feature is the part-time Certificate in Library Studies: it covers basic library training and can be taken in the evening.

Teaching English as a Second Language (TESL)

A programme for those interested in, or already involved in the teaching of English as a second or foreign language. TESL treats areas such as applied linguistics, grammar, language methodology, and other aspects of how our language is structured. We offer a B.Ed. with emphasis on TESL, a Certificate in TESL, and an M.A. in Applied Linguistics.

Teaching Science:

This is a certificate programme for elementary-school science teachers. Courses are arranged off campus, and topics match needs in local schools. The programme is designed to help practising teachers more effectively convey knowledge of science to students with the aid of improved teaching techniques.





It is the task of the universities not to foster specialization but to resist it, to train their... students in a way as to prevent them from becoming assembly-line workers. Every single teaching subject can be put in a broader context, even at the expense of specialization.

Hubert Blot

We need a new type of education today. The old structure is not flexible enough for the 1980's. Students and employers are starting to see the limitations of being a specialist in only one area. A graduate trained in nuclear physics must know something about the repercussions of his discoveries, how they will affect the world morally and politically. A literature student is handicapped if he goes through life without knowing what is being done in modern science. Ideally, you should have a specialty but also know as much as possible about other subjects.

Journalist Eileen Goodman writes: "Most of us nowadays are survivors, survivors of crises, reverses, life changes. What you need to survive is a sense of humour, some joy, flexibility, and a philosophy to hang your hat on." And this is good advice. Today we must adapt to rapid change. We need a wide and human education to help us deal with concrete problems as well as abstract questions.

Our new Arts and Science "colleges" are a step in this direction. All the "colleges" deal with their areas in a practical, common-sense way. For example, if your interest is Women's Studies, you first choose a compatible departmental major. Then you join the *Simone de Beauvoir Institute*, gradually integrating its Women's Studies courses into your curriculum. You will get strong academic credentials along with a wide insight into many intellectual cross currents. With this background, you will be able to better market your education after graduation.

All our "colleges" are multidisciplinary; they don't follow traditional disciplines under an "umbrella" theme (such as "Science" or "Public Affairs"). You yourself can sometimes decide how far you want to go. For instance, in Liberal Arts College you follow a Core Curriculum, but can later choose to do your own independent research. This blend of creative studies in a "college" with a departmental major will give you a very special potential after graduation. You know best where you want to go; this time, you can personally help to "pack



for the journey - as you see it.

Centre for Interdisciplinary Studies:

We offer courses in many areas, including Asian Studies, Canadian Studies, Russian Studies, Third World Studies, Recreation and Leisure Studies, Science and Human Affairs, and Women's Studies. We also offer a challenging Individual Studies Programme that lets top students plan their own curriculum with guidance from an advisor. We've pioneered many

programmes: Canadian Studies, which began in 1969, was the first programme of its kind in Canada.

Centre for Mature Students:

Concordia is a leader in providing guidance to students resuming their studies. Many of these are people starting second careers or who have come to realize the advantages a university degree can give. There are no special entrance requirements for older students coming to Concordia. Faculty members with a special interest in adult

education help these students plan individual programmes based on their personal goals and interests, and generally solve any problems in getting back into the life of the university.

Liberal Arts College:

In many ways unique in North America, we are built around what a modern "Liberal Arts" programme should be: a survey of Western society and culture that includes a history of the sciences. A core curriculum is spread over a three-year period and, as a member of the College, you can do advanced work in your chosen area. Our atmosphere is rich and exciting, and we have our own library and common room for informal discussions. Every year we host a distinguished visiting scholar who will speak on topics from art, music, literature, philosophy or science.

Lonergan University College:

Lonergan believes an education should be about values and ideals as well as "hard facts". We act as a philosophical and theological "think-tank" for openminded students. Located on the Loyola Campus, the College is named after Bernard Lonergan, a former Loyola student and professor who is now a world-renowned modern philosopher. Every year we study a major work of Western culture. A distinguished visiting scholar comes to the College for a one-year term every year. Our students and faculty get together with this lecturer in a dialogue about topics such as being, truth, spirit, and God.

School of Community and Public Affairs:

The first undergraduate school of its kind in Canada, we prepare students who want to follow careers in the public service as well as in business-government relations. You will take a common core in Economics, History, Political Science, and Sociology and will concentrate on the local, provincial, national, or international level. We are strongly job-oriented and lay stress on personal development and the ability to communicate. While the school is very



alert to career opportunities in Québec, it will also appeal to students who are interested in the national and international fields, for example diplomacy and foreign affairs.

Science College:

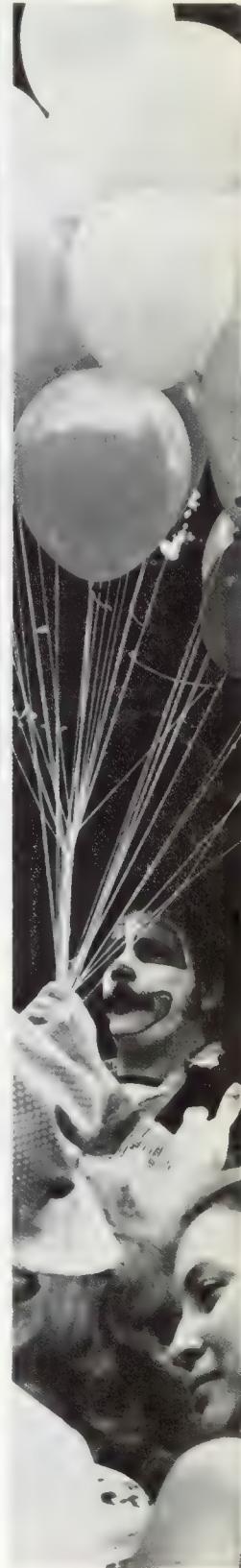
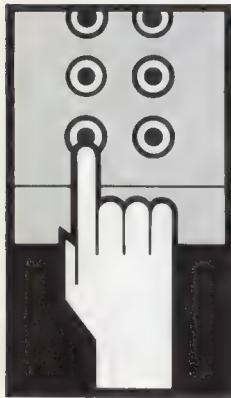
The College looks at the nature of Science itself in a non-specialized way. Qualified students examine what is often overlooked: a general inquiry into what Science has done in the past, what it is today, and where it may lead us. We have room for independent study, and courses on the content of Science and its relation to other fields are stressed. As a student in the College, you will in this way gain a "Liberal Science" education with an emphasis on its humanitarian aspects. We also have a limited number of places for students who wish to become science writers.

Simone de Beauvoir Institute:

The institute examines the role of women in society and is the first institution in Canada offering a collective lifestyle that can be combined with a Major in Women's Studies. Simone de Beauvoir herself, the renowned French philosopher, likes to keep posted on our activities. We teach courses on current topics that affect women, and you can do research in areas such as women's sex roles or violence in families. You can also take part in activities such as debates, discussions, and courses in self-defense for women. Interestingly, about ten percent of our members are men who want to learn more about the history and outlook of women.



Facilities at Concordia: *Inside and out*



We have two campuses: Sir George Williams in downtown Montreal and Loyola in the West End of the city. Sir George Williams is a busy downtown "village" of annexes around the central Hall Building. Loyola is more sedate. Its trees and Gothic architecture cover 50 acres which are only 20 minutes away from Sir George on a free bus shuttle provided by Concordia.

We have four major libraries: the Norris Library, the Vanier Library, the



Science and Engineering Library, and the Drummond Science Library. Holdings of all four are recorded on a computer system: this is a much faster and more accurate way to check for titles. Our libraries have large holdings of theses, abstracts, microfilms, periodicals, films, tapes, slides and records. We also own several valuable special collections, such as 14,000 original CBC radio scripts and a group of rare maps of North America from 1570-1840.

Naturally, Concordia has the support facilities found in all good universities. Sir George Williams alone has over 100 different research laboratories. We have major auditoriums on both campuses and a special Campus Centre at Loyola. There are also Health Services, a Child Care Centre, Legal Aid Services, two Manpower Centres, Campus Ministries, and the University Ombudsman's Office.

Some of your time will be spent in



extracurricular activities. If you're sports-minded, our athletic facilities will interest you. Loyola houses a \$3 million physical education complex. It has an ice hockey arena, a fully-equipped gym with space for over 40 different sports. Sir George has special access to the YMCA and organizes a wide number of intramural sports.

We sponsor a continuous series of film festivals and retrospectives open to the public on both campuses. Concordia also has three major art galleries with a total of 1400 permanent acquisitions and a special emphasis on Canadian art. Students themselves run many activities. Both campuses have student radio

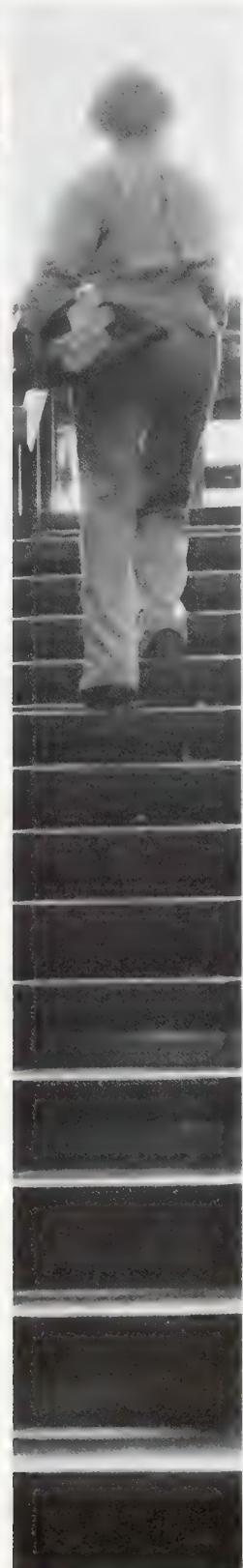
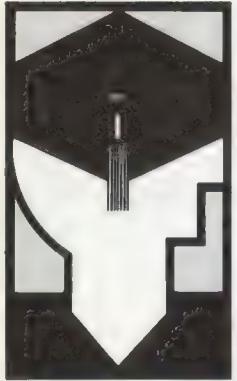
stations, and there's a student newspaper.

There is also CUTV at Sir George: this is the first self-supporting student TV station in Canada, and has closed-circuit monitors in the Hall and Norris Buildings. CUTV welcomes original productions, and equipment for these and other projects can be borrowed free from our Audio Visual Department. Concordia has a very active student government. Undergraduates are represented on CUSA, the student political body that represents undergraduate students from both campuses. Best of all for some people may be the special interest groups. These range from debating and the martial arts to ethnic societies

and fraternities and sororities which all help you to have fun while meeting friends with common interests.

For information on student life, check with the Dean of Students' Officer or get a copy of the annual Student Handbook.





Concordia has about 1100 Concordia students in graduate education. It has some one thousand students in one of the three most prestigious programmes administered by the Faculties of Graduate Studies. These programmes are at Concordia—*John S. Gomperts Williams University*—in the disciplines of the Arts and Sciences. At the post-graduate level, programmes in the Faculty of Arts and Sciences offer extensive post-graduate study. Many of these now have an international reputation. In the case of the university, the example of the Faculty of Fine Arts is instructive.

Most of our graduate programmes welcome the part-time student. This means that a man or woman with responsibilities and commitments may nevertheless study for a Master's degree, Doctoral, Masters in Education—or even post-graduate diplomas—in part-time enrol in a doctoral programme. A little more than half of Concordians over 25,000 students at the university, are working, and diplomas in addition on a part-time basis. They are among the most active, diverse group of people who know what they want and have chosen to commit themselves to scholarly activity despite the demands of day-to-day life. Coming from a wide variety of backgrounds, they greatly enrich the programmes and interest in which they enrol.

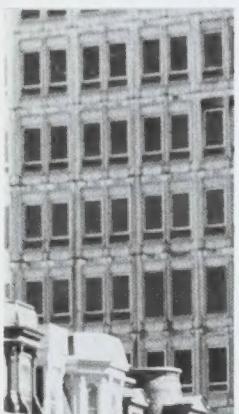
Most graduate programmes are located on our downtown campus. Courses take place in the late afternoon or evening, or in the evenings, anytime, day or night, weekends and holidays. In libraries, laboratories, classrooms, dorms, many immigrants, both recent and long-term, serve the complex of interests that interest our cosmopolitan and bilingual city. Master's students in Education are challenged by the interplay of politics and education, the education of minorities, and the effects of urbanization. The Centre for the Teaching of English as a Second Language, in cooperation with other departments, investigates major problems of second-language learning and teaching.

The Departments of History, Economics



Philosophy, Sociology, and Religion offer traditional research programmes. But so do part of the extensive and unique resources of Montreal and its suburbs. But, of course, graduate study is never a purely local affair. The best research interests in mainstream intellectual endeavour and contributes to knowledge in ways that transcend purely local interests. Our doctor's programmes in Humanities, Economics, History, Religion, Chemistry, Physics, and Psychology offer many fine examples of outstanding achievement. Students have an opportunity to work closely with the greatest scholars who have been attracted to Montreal and to Concordia and who, like Charles Davis and Euan Niven, have made international reputations in their respective disciplines.

But we can't be scholars of the first rank if we would allow it to do. And significantly many of our graduate programmes stress not research, but excellence of other kinds. Many master's programmes and doctoral progra-



programmes are designed for teachers and other professionals. Our Master in the Teaching of Mathematics is a pioneering programme which attracts teachers of Mathematics from all over Canada and even the United States. Our programme in Educational Technology has both a research-oriented and a practical stream. In Psychology, training in diagnostic and therapeutic techniques is offered side by side with the opportunity to research their effectiveness in coping with problems like drug dependency and obesity.

The Biology Department, a leader in research in aquatic toxicology, offers a special master's programme for teachers of biology.

The English Department, in addition to the more usual master's degree, offers a graduate programme in Creative Writing, staffed by some of the liveliest talents in Canadian letters: writers-in-residence over the years have included Irving Layton, Elizabeth Spencer, Mordecai Richler, Margaret Atwood and F. R. Scott.

Diploma programmes permit the holder of an undergraduate degree to study in a new or more specialized area, to enhance or develop new skills. The Diploma in Sports Administration, a cooperative inter-faculty venture involving both Arts and Science and Commerce, has, like the Master in Teaching Mathematics, attracted students from far and wide. Communication Studies, Library Studies, Community Politics and the Law, and Theological, Religious and Ethical Studies are other exciting diploma



programmes offered in Arts and Science. For those planning to go further in their studies, Concordia University offers the challenge of many fascinating choices.



You sometimes hear they don't exist. You sometimes hear they're hard to get. The truth is they do exist, but who gets them often depends on many factors. Schooling alone can't train you to be a salesman. It's learnt through first-hand experience. A high I.Q. or doctorate won't necessarily be a passport to a job that requires instant decision-making and efficiency, for example, in commercial aviation. Special talents get special recognition after you graduate. As a university with a history of practical

"It wasn't convenient for me to go full-time during the day to university, so it was very advantageous for me to go at night to Sir George Williams. I was able to take my full degree in 5 years. I really have to compliment Concordia for giving people like myself this flexible schedule."

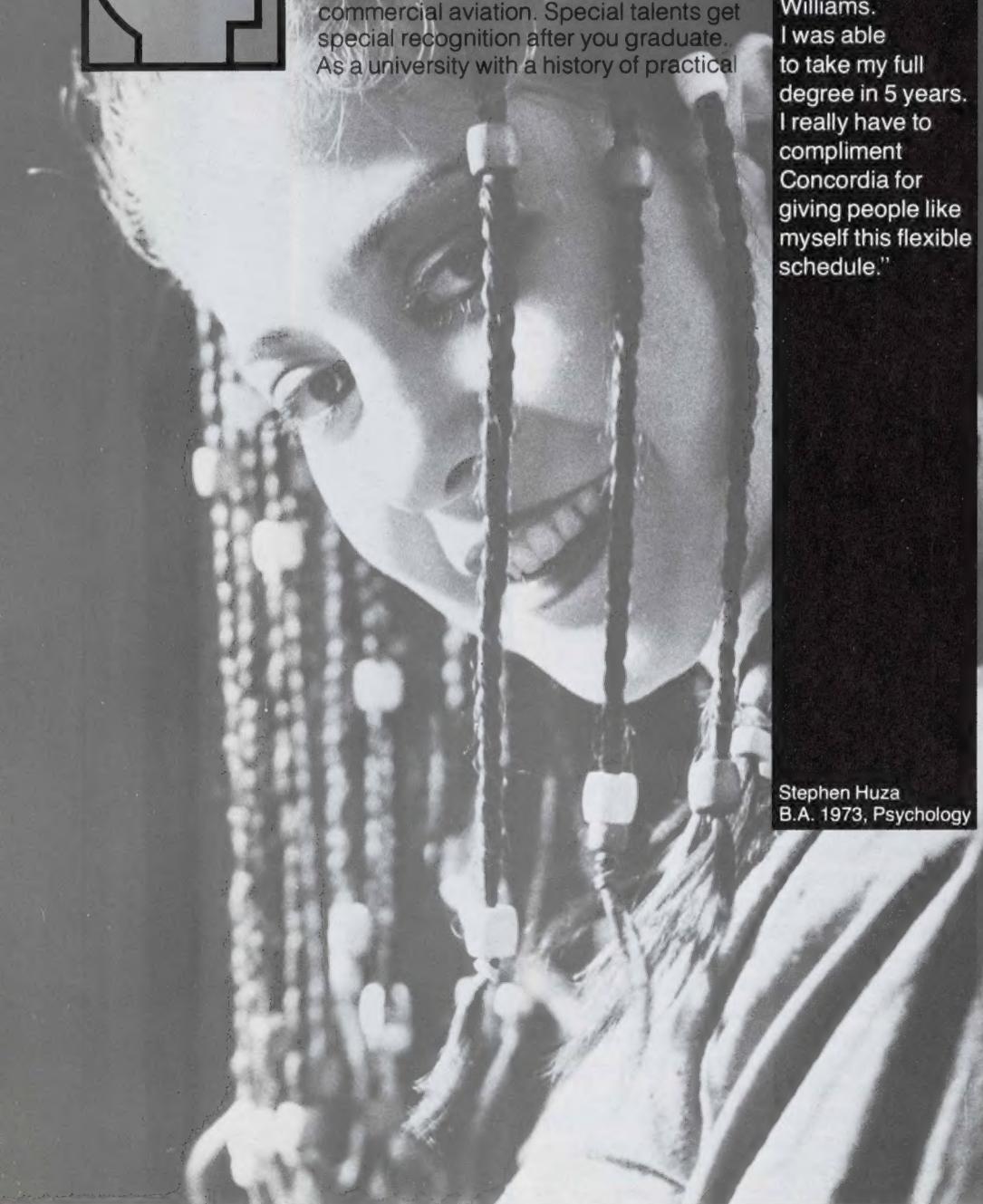
"At other universities, the Arts and the Science Faculties are in separate buildings. It becomes fragmented. At Concordia, I found the proximity of many students involved in different areas very stimulating. Also, it's not touch and go, an impersonal situation. There's a human atmosphere that you must have to properly balance your studies."

"I live in Perth, Ontario, and want to get into Radio and TV Arts. Concordia has the best programme in Canada for my plans. A bilingual city like Montreal is also a great place to study."

Stephen Huza
B.A. 1973, Psychology

Bonnie Bates
Communications and Journalism

Laszlo Cserhelmi
and the Law
Community Politics



schooling, Concordia tries to develop your talents both in and out of the classroom. For instance, one of the advantages of multidisciplinary studies is that they help you find what you do well in as wide a field of studies as possible and that is why we stress the importance of extracurricular activities. Because they can often let you uncover talents you might never recognize in a classroom.

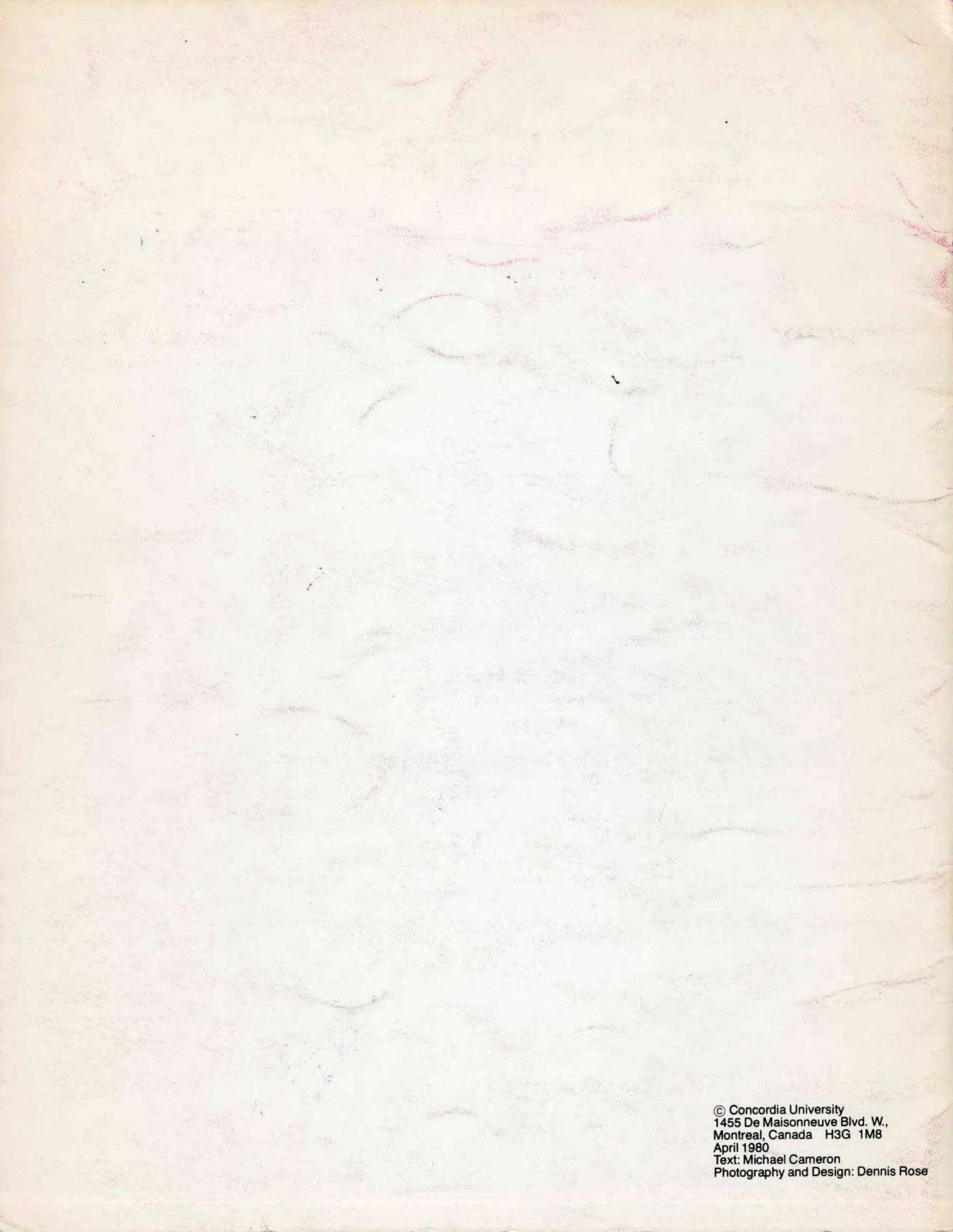
While some of our students have followed careers that differed from their educational backgrounds, most have taken advantage of their actual training. **Dr. Peggy Carroll** (B.Sc. 1974), a Loyola Biology student, went on to study veterinary medicine and is now a practising vet in Montreal. **Richard Firth** (B.A. 1972), a Sir George student, studied law in Toronto and now runs a legal aid clinic in the East end of that city. These are two graduates who benefited directly from their education.

But Concordia has helped others more indirectly. **Joe Novak** (B.A. 1973) had an interest in radio broadcasting while he was here; now he is the station manager for CBC Churchill in the Northwest Territories. **Anne Duguid-Chisholm** (B.A. 1976), a double honours student taking humanities subjects at Sir George, was unsure of her career direction. She decided to start taking some science courses within her B.A. degree programme, and eventually enrolled in medicine at McMaster University. "I have to say thanks to Concordia for giving me this kind of flexibility," she says.

"University students need this if they aren't quite sure in what to major."

The rule, though, is that the stronger your academic credentials, the better your career chances. These credentials can be in a single discipline or cover more than one discipline like humanities or natural sciences: what employers look for is someone who can fill a *need* and these needs change from year to year. It's up to *you* to study what the job climate will be like after you graduate. It's up to *us* to give you a flexible enough educational structure and allow you to study what you can best use.





© Concordia University
1455 De Maisonneuve Blvd. W.,
Montreal, Canada H3G 1M8
April 1980
Text: Michael Cameron
Photography and Design: Dennis Rose